

ICE *Lesson Plan*

TREATMENT FOR VISUAL DEFICITS



This lesson plan is designed to supplement your lecture on the evaluation and treatment of visual deficits.

Learning Objectives

By the end of this activity, the successful student will be able to:

1. Describe how an individual presents with visual deficits.
2. Provide cues to facilitate attention to one's body and/or environment.
3. Design a treatment session that uses creative and meaningful activities to address visual impairment.

This activity supports the requirements for:

- The Accreditation Council for Occupational Therapy (ACOTE) standards B.4.4 and B.4.9
- The Commission on Education for Physical Therapy Education (CAPTE) standards 7D19, 7D27b, 7D27g.

LEARNING ACTIVITIES

Watch

Assign this video for students to watch before, during, or after class: **Initiating Treatment Bedside, Part 3: Self-Care.** In this 4-minute video, the clinician introduces self-care tasks with a stroke survivor while working on sitting balance, weight shifts and visual field deficits in the acute care hospital.

Discuss

Stimulate small or large group discussions with questions, such as:

1. In what position does the client typically keep her head?
2. Does she pay attention the left side of her body? Her arm? Her hair? Her face?
3. Does she pay attention the left side of her physical environment? The hair brush? The washcloth?
4. What types of cues does the clinician provide to facilitate attention to the left? How does the client respond to these cues?
5. Does the client appear to have a visual field cut (hemianopsia) or visual neglect? Why is it difficult to tell based on this observation?
6. What further assessments could you do to help determine if she has a hemianopsia versus visual neglect? How will this help guide your theoretical approach?
7. What other component skills is the clinician challenging in this treatment session?
8. What other kinds of activities might be useful to do with this client to encourage attention to the left? Describe what her next treatment session might look like.



Create an assignment

REFLECTION:

Have students complete a reflection paper or worksheet using the discussion questions provided. This would be great to use as a flipped classroom assignment prior to lab.

SIMULATION:

Have students take turns playing the role of the clinician and client, as seen in this video. Ask students to select a different functional activity to use as a means to facilitate attention to the left (e.g., looking at photos, wiping a table, playing a game, etc). Have students act out what it might be like to do a test of visual fields on this client.

DOCUMENTATION:

Have students determine the level of assistance provided and document this patient interaction in the objective section of a SOAP note. Students could also write a goal that addresses visual deficits.



Watch more!

Search the ICE Video Library for additional videos on this topic.

Here are two examples:

- **Visual Field Deficits: Examples in Acute Care**
- **Assessment of Visual Field in Acute Care**

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